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AP European History

Mrs. Connor

10 March 2017

#1

Unit VIII Essay 1: 1. Compare and contrast the roles of British working women in the pre-industrial economy (before 1750) with their roles in the era 1850-1920. COMPARISON

### 1. Introduction

1.1 **Contextualization**- Women throughout the test of time have gone undergone many changes in their social, economic, political, and familial standing. With the advent of the Industrial Revolution, women were beginning to lose their equality to men through exploitation of women, children, and the working class in general.. However, in the early 20<sup>th</sup> century, women were being political activists for equal rights such as the right to own property.

1.2 **Restatement**- In Britain, during the pre-industrial revolution and in the era 1850-1920, working women had similarities and difference with their roles.

1.3 (X)- Some similarities in the roles that British working women in the pre-industrial revolution shared with women in the era 1850-1920 was that they were considered to be subservient to the male in the family and that they were leaders of the domestic front

1.4 (Y)- Differences between the roles that British working women in the pre-industrial economy before 1750 and women in the 1850-1920 were the levels of payment received and the way the public viewed them.

### 2. Body Paragraph One

2.1 **Topic Sentence**- Some similarities in the roles that British working women in the pre-industrial revolution shared with women in the era 1850-1920 was that they were considered to be subservient to the male in the family and that they were leaders of the domestic front

2.2 **Evidence** – In both time periods, women were expected to be obedient to their husbands and were influenced by the works of Rousseau on separate spheres in the 1700s, or the Napoleonic Code, based off of when the work was published

2.3 **Analysis**- Because of this, women were often exploited by men and abused in that they were no longer the ones able to protect themselves against an abusive husband because they were considered the ones disobeying their husband's desires., showing how in both time periods, women could be abused by their husbands and nothing would happen

2.4 **Evidence**- Additionally, women were expected to be the leader of the domestic household in that they were in charge of being the home maker, the mother, and the caregiver.

2.5 **Analysis**- Because of this, both time periods of women were expected to work extremely hard just to fit their societal norm because working class women during both time periods did not have the luxury to stay home while their husband worked. Instead, they worked alongside their husband during the day and prepared the house for him and the rest of the family at night. This shows that women were extremely strained throughout history to provide for their family.

### 3. Body Paragraph Two

3.1 **Topic Sentence**- Differences between the roles that British working women in the pre-industrial economy before 1750 and women in the 1850-1920 were the levels of payment received and the way the public viewed them.

*this depended on class*

*depended on class*

**3.2 Evidence** – Before the 1750's women were paid equal to men during the cottage industry and could work the same hours for the same pay. However, with the Industrial Revolution, many women became to be proletarianized in that they had to work mundane tasks without skill for extremely low pay

**3.3 Analysis-** Through this, there was an increase in the levels of prostitution in the 1850-1920s compared to before the 1750s. Because of equal pay, women had more power in the household before the 1750s whereas the males became the undisputed breadwinner and decision maker in the 1850-1920 era.

**3.4 Evidence-** Another difference between the two time periods was that the way women were viewed were extremely different. Women were seen as more respectable and exalted as virgins before the pre-industrial economy and during the 1850-1920s, women were seen as obstinate and underminers of the political institutions created for them because they had voiced concerns on having rights to vote.

**3.5 Analysis-** Because of this, many British working women were looked down upon, treated poorly, and didn't have the ability to sustain themselves if they were widows and had to resort to prostitution, thus further degrading their social standing in the public eye. However, in the pre-Industrial revolutionary times, women were respected more through the Bible and led to companionate marriage rather than the traditional patriarchal one that arose after the Industrial Revolution

#### 4. Conclusion

**4.1 Restatement-** In Britain, during the pre-industrial revolution and in the era 1850-1920, working women had similarities and difference with their roles.

**4.2 Synthesis-** Similarly, the working class women in France during the pre-industrial revolution and in the era 1850-1920 were also thought to be women that were the people taking care of the household. The differences in the two women's during the two times periods was that they also did not have the luxury of exercising their right to vote either and advocated for rights that only came to fruition in 1945.

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#2 "The assassination of Archduke Franz Ferdinand was the cause of WWI." Assess the validity of this statement. (CAUSATION)

## I. Introduction

A. The period before World War I was a time of change and a balance of power. The newly unified German Second Empire under the leadership of Bismarck, unification of Italy, and a time of no wars between the major powers of Europe was the silence before the storm. Multiple failed moves allowed the formation of alliances, rivalries, and tension between the powers of Europe that was bound to explode (**Contextualization**). The assassination of Archduke Franz Ferdinand was mostly the cause of World War I in the short term (**Thesis**). It sparked the flame of the war by creating hostilities between countries (**X**). However, there were many other long term causes of World War I, such as militarism, nationalism, and imperialism (**Y**).

## II. Body X

A. This event was the start of the chain of events that led to World War I

B. **Evidence**: Ferdinand was Austrian, and the assassination caused Austro-Hungary to blame Serbia

1. **Analysis**: it furthered the argument and justification of no pan Slavism; Austro-Hungary wanted to get rid of this idea since it has been a long problem because of the empire's slavic population
2. The assassin was a part of the Black Hand, a political terrorist society in Serbia and as a result it was thought that Serbian government officials also had a role

C. **Evidence**: As a result of Austro-Hungary's desire to engage in war with Serbia, Germany provided Austro-Hungary with a "blank slate"

1. **Analysis**: Germany essentially gave unlimited support to Austro-Hungary if they attacked Serbia
2. So, Austro-Hungary gave Serbia an ultimatum that was impossible to keep, which was to address a formal apology, fine all involved, and censor anti-Austro-Hungary publications, and since they could not comply, war ensued

3. To defend themselves France gave Russia the same “blank slate” because Russia is the protector of the Slavs and Austro-Hungary and Germany were worried about Russia mobilizing troops as a result; set up for war
4. The assassination gave the perfect excuse for this all to happen and the hostilities that were created was the precursor for world war

### III. Body

#### A. Other long term factors were causes of World War 1

#### B. Evidence: Militarism

1. **Analysis:** Germany builds a navy even though Bismarck says no (he is fired by Wilhelm II as a result)
2. Britain felt threatened by this because they were known for a strong navy so their relationship was hostile and it led to Britain being more friendly with Russia, France’s ally (members of Triple Alliance)
3. The arms race caused a stockpile of countries gaining military strength; contributing to a cause of war

#### C. Evidence: Nationalism

1. **Analysis:** the desire of a united country drove countries to conquer and fight others
2. Pan Germanism caused Germany to want to incorporate Morocco into its possession and led to the First Moroccan Crisis: Germany receiving trivial concessions, French position confirmed, and further closeness of Britain and France
3. **Analysis:** Pan Slavism caused the Balkan War
4. The Ottomans were attacked by Slavic nations because it was Serbia’s goal to create their own independent Slavic nation supported by the Russians
5. Bulgaria was attacked additionally

#### D. Evidence: Imperialism

1. **Analysis:** governments want to exploit colonies as much as possible to gain land, resources, and influence
2. Germany attempted to control lands in Africa and tried to stop France from imposing a protectorate on Morocco but failed
3. It was used to take attention off of bad government in the mother country, used for markets and exploiting raw materials and workforce, low pay
4. Lenin and J.A. Hobson: exploitation of Africa and colonies is acceptable for new opportunities

#### E. Evidence: Alliances

1. **Analysis:** The two main were Triple Entente (France, Britain, Russia) and the Triple Alliance (Austro-Hungary, Italy, Germany)

2. Were the two main sides to the war and the hostilities between the countries were the driving factors of the war at the beginning
3. Secret alliances and beneficiaries were prevalent and it was certain that a disagreement between any two nations will lead to many nations getting involved and thus making it a world war

#### IV. Conclusion

- A. All in all, the assassination of Archduke Franz Ferdinand was the spark to the flame that was budding because of militarism, nationalism, imperialism, and alliances. It was the main short term cause of the war but there were many more long term causes (**Restatement**)
- B. World War 1 was a momentous event and the results were as well. The Triple Alliance was defeated with Germany at the head. It saw the collapse of the German, Austrian, Turkish, and Russian Empires. The World War I paved the way for the revolution in Russia. Russia withdrew from the war by signing the Treaty of Brest-Litovsk which made them accept harsh terms and relinquished many territories (**Synthesis**).

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#3

**Contrast how a Marxist and a Social Darwinist would account for the differences in the conditions of a working class family and a middle class family. (COMPARISON)**

### Introduction

- Contextualization: Marxism was a variant of socialism formed by Karl Marx that was largely favored by the lower classes for its more fair system. Inversely, Social Darwinism was conjured mostly by Herbert Spencer in applying natural selection and survival of the fittest to the human race. It was based on the then recent findings of Charles Darwin relating to evolution and adaption.
- Restatement: A Marxist and Social Darwinist would have similar and different opinions on the differences of conditions of families of the lower and middle classes.
- X: (Similarities) Both Marxists and Social Darwinists would acknowledge the struggles involved in the lifestyle of a working class family and the role of capitalism.
- Y: (Differences) Marxists would say that the middle classes are exploiting the working classes while Social Darwinists would argue that people must be poor in order for capitalism to function and that natural selection had made the working classes less superior.

### Similarities: Struggles/Capitalism

- Evidence: Marxists saw the struggle of the proletariat in surviving these terrible conditions and saw the need for revolution in order for change
  - Analysis: Karl Marx believed that the working class needed to revolt in order to reach complete equality. This would require a struggle on the part of the working classes in order to push for change.

- Evidence: Social Darwinists would see the differences with the idea of the struggle between two organisms as a way of survival of the fittest
  - Analysis: Social Darwinists would also support the idea of the struggle of the working classes to gain money and live prosperously. However, they knew that the middle classes were at a large advantage due to their higher wealth and social standing and the lower classes would therefore, lose the battle of survival of the fittest in an act of struggle for survival. As unfair as this was, it was justified by natural selection and being the best.
- Evidence: Capitalism was seen to play a large role in the disparities between the working and middle classes.
  - Analysis: Both Marxists and Social Darwinists would agree that capitalism is the main cause of the differences between classes since the middle classes are living lavishly and earning huge amounts of money while the lower classes are doing laborious jobs in order to support a family. Capitalism thrives on the success of the middle classes, which wouldn't be possible without the exploitation of the lower classes. While a Marxist would not condone this act, a Social Darwinist would highlight the necessity to society.

**Differences: Exploitation/Capitalism & Natural Selection**

- Evidence: Marxists believed that this difference between the classes was due to the exploitation of the working classes by the middle classes
  - Analysis: Karl Marx has come up with the philosophy that the haves get smaller and while the have-nots get larger and poorer. This is due to the nature of capitalism where only the best are able to compete and earn lavish lifestyles. However, as a result, people become poorer and contribute to the growing lower classes. The middle classes frequently paid the working class terrible wages and had them work in bad conditions in factories where they did not even earn enough to support their family.

- Evidence: However, Social Darwinists believed that there had to be a poor section in order for capitalism to take place
  - Analysis: They believed that there wouldn't be able to be capitalism if there weren't a large sector of society that worked in terrible conditions and did the labor. There has to be a small elite that control the businesses and the capital needed to produce wealth and keep the economy strong. This causes the others to compete for what is left which inevitably creates a pool of people who unfortunately live in poverty. Social Darwinists also thought that the lower classes shouldn't be trusted with money and the rich know how to make money and improve society the best due to their education and rich background.
- Evidence: Social Darwinists believed that they the middle classes were meant to be wealthier due to natural selection
  - Analysis: They thought that some people were able to adapt and change better than others in society. By competing for a desirable spot, they had earned their position. Social Darwinists saw that the middle classes were therefore more superior to the lower classes since survival of the fittest had put them in that situation.

**Conclusion:**

- Restatement: Marxists and Social Darwinists held similar and different reasons that accounted for the differences between the conditions of the working class and middle classes.
- X: (Similarities) Marxists and Social Darwinists would both see the effects of capitalism and the struggle in society between people
- Y: (Differences) Marxists would account for these differences by stating that the middle class exploits the lower classes while Social Darwinists would speak about capitalism's byproduct of poverty and the superiority of the middle classes as a result of natural selection and survival of the fittest.

- Synthesis: During the same time period, the 1880s, the powers of Europe began the Berlin Conference in Germany in order to split up Africa to gain territories and colonies. This relates to the ideology of Social Darwinism because the whites saw themselves as superior in the human race compared to the Africans due to their more civilized society and strong military force. The Africans were exploited by being used for terrible labor, being sent to war, and being forced to be loyal to the European country that controlled the colony as had the lower classes on the European continent.

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**Question 4) Discuss the motives of European empires for imposing their imperial aims in Africa.**

**Introduction:**

1. **Contextualization:** The 19th century in Europe saw explosive developments in science, technology, industry, agriculture, transportation, communication and military weapons. The growth of national states that expected and commanded loyalty, service and resources of their citizens became the norm. This permitted European nations to deploy resources more effectively than before. Imperialist sentiments started to become rampant in Europe, and it was a factor in the initiation of World War I.
2. **Restatement:** In the 19th and 20th centuries, the European empires had various motives for imposing their imperial aims in Africa.
3. **XY Thesis:** European empires imposed imperialistic aims in Africa due to societal expectations, including cultural views of the African continent and religious perceptions of African people (X). Another motive of imperialism in Africa was for economic reasons, including exploitation of resources and labour from the unsuspecting African population (Y). Political and strategic motives also were motives for the imposition of imperial claims in Africa, such as the establishment of infrastructure to gain more territory in advantageous areas and improvement of diplomatic positions in Europe. (Z)

**Body 1:**

1. **Topic Sentence:** European empires imposed imperialistic aims in Africa due to societal expectations.
2. **Examples:**
  - a. **Ethnocentrism** - Europeans considered their civilization and way of life to be superior and better than all others.
    - i. **Analysis:** Most Europeans had ethnocentric views and saw African and Asian people with different ways of life as barbaric and distrustworthy. Often times, Europeans felt that they had the “white man’s burden,” as evidenced in text by Rudyard Kipling, that they had to “civilize” the people of the world that are primitive and unsophisticated. This gave them an arrogant self-confidence that fostered their expansionist mood. For the Africans, who had a very different way of life than the those of the large European empires, they suffered attempts of trying to be “civilized” by the Europeans.

- b. **Religious sentiment** - Religious groups saw the African continent as one that needed missionaries and evangelism.
  - i. **Analysis:** Protestant men and women moved out from their homes and cultures to make contributions in converting other people to Christianity. They often engaged in furthering medical work and teachings to strengthen the power of their missionary work. This contributed to the imposition of imperialistic aims in Africa because religious members wished to travel to places “less civilized” in order to convert more people to Christianity.
- c. **Social Reform** - Many officials argued for imperialism as a way to earn money and economic security that would finance domestic reform and welfare.
  - i. **Analysis:** Joseph Chamberlain of Britain argued that the money from the colonies could better the entirety of the United Kingdom. These arguments were not as important as the others because domestic reform and welfare continued well after Britain acquired most of its empire.

**Body 2:**

1. **Topic Sentence:** A motive of imperialism in Africa was to better the economy.
2. **Examples:**
  - a. **Resources** - The different colonies of the European empires provided the mother states with resources that were important and monopolized on in the market.
    - i. **Analysis:** Many colonies provided their mother states with different resources that proved to create a large impact in the market. For example, India, although not an African state, imported tea into Britain, which became a very large phenomenon for the British people. Likewise, the African states provided resources, although limited to a certain extent, to their mother countries.
  - b. **Labour** - Some of the biggest motives in terms of the economy was the exploitation of African labour.
    - i. African labour was often monopolized on, as European states would harness the power of these people and force them to work for nothing in return. Furthermore, there were certain nations that still exported African peoples for slave trade. For example, some nations would force African people to hunt elephants and to bring the ivory from the tusks back to the Europeans, who would sell the ivory for a profitable price. This exploitation of workers would give incentive for imperialism to take its roots in Africa.
  - c. **Capitalism and Imperialism** - Lenin believed that imperialism was the monopoly stage of capitalism, as competition between the different nations eliminates inefficient capitalists and leads to a monopoly by few large empires.

- i. Although this model didn't prove to be 100% true, it still impacted the goals of the empires and motivated them to be the ones monopolizing "weaker states" instead of being monopolized. This capitalism model in conjunction with the exploitation of labour and resources allowed certain empires to completely dominate the entire continent of Africa.

### **Body 3:**

1. **Topic Sentence:** Political and strategic moves were some of the most important reasons for the rapid imposition of imperialist aims on Africa.
2. **Examples:**
  - d. **Infrastructure** - Countries like Great Britain wished to obtain strategic areas of Africa and install infrastructure there to benefit them.
    - i. **Analysis:** Britain's completion of the Suez Canal in Egypt made them the ones who sat astride the shortest route to India. Britain also purchased a major interest in the canal and maintained control over the entirety of Egypt by doing so.
  - e. **Political Status** - There was such a big rush for colonies in Africa because the possession of colonies equated with political status.
    - i. **Analysis:** Countries knew that the number of colonies one had showed their political clout and domination of other countries. They therefore sought colonies to buttress their own importance in diplomacy. This is especially true for Germany and Bismarck, who solely pursued continents to increase Germany's diplomacy. He didn't believe in colonies but was willing to do so because he hoped that colonial expansion would divert French hostility and could be used as a weapon with the British.

### **Conclusion:**

1. **Restatement:** The European empires of the 19th to 20th centuries imposed imperialistic claims in Africa through social expectation, economical reasons and political and strategic moves.
2. **Synthesis:** The imperialistic claims laid in Africa were important catalysts for World War I, as many alliances and enemies were made due to the colonization of countries. The ethnocentric thoughts that prevailed through New Imperialism also created conflicts for the war to come. The colonization in Africa led to the separate alliances of the Triple Alliance and Triple Entente by dividing and uniting certain countries.



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Essay 5: Discuss and analyze the arguments of socialists toward industrialization and its effects on society. **(CAUSATION)**

### Introduction:

1. Contextualization: During the 19th century, the Industrial Revolution brought on new inventions and technologies such as electricity and steel. However, it also introduced new problems that many people began analyzing.
2. Restatement: There were many arguments made by socialists toward industrialization and its effects on society.
3. XY Thesis: Arguments made by socialists toward industrialization included Utopian Socialism-(X) and Communism-(Y).

### Body 1:

1. Topic Sentence: One argument made by socialists toward industrialization was the idea of Utopian Socialism.
2. Evidence: Belief that an ideal and perfect society could be created.
3. Analysis:
  - Robert Owen created a factory where the workers had the same wages and all shared the same means of production
  - Owen had a French counterpart who followed the same beliefs in France
4. Evidence: Fabianism was also created in France
5. Analysis:
  - Based on same principles as anarchism
  - Advocated political structure without a ruler
  - Everyone is equal

### Body 2:

1. Topic Sentence: Another argument made by socialists in the 19th century was the idea of Communism
2. Evidence: Communism introduced by Karl Marx
3. Analysis:
  - He thought the proletariat was being repressed by the wealthy, or those who desired capitalism

-He also believed the only way this class struggle would disappear was through revolution where the proletariat would overpower the wealthy and crush capitalism

-Marx and Engels greatly proved this idea in "The Communist Manifesto"

4. Evidence: Communism led to new idea referred to as Revisionism

5. Analysis:

-Revolution never occurred and people actually began profiting from capitalism

-Kautsky believed that Communism could take over without revolution

a. Since revolution was inevitable, the proletariat should continue to improve their state until the revolution actually took place

b. Differed from Marx and Lenin who believed people should solely focus making sure the revolution takes place

-Revisionism failed as movement because of lack of followers

### Conclusion:

1. Restatement: Some arguments socialists made regarding industrialization include Utopian Socialism and Communism.

2. Synthesis: Similar to the socialist's views during the first Industrial Revolution, many advocated for a society where everyone was paid and treated equally. Also, in both situations, female socialists spoke out about their inability compete with males in the workforce due to the general idea of women being inferior to men.

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Unit VIII LEQ #6

#6

Discuss the history of the Jewish experience in Europe and why it prompted Theodore Herzl to champion for Zionism. **(CAUSATION)**

**INTRO:**

Contextualization: Zionism is the national movement of the Jewish people that supports the re-establishment of a Jewish homeland in the territory defined as the historic Land of Israel. It was established as a political organization in 1897 under Theodor Herzl, an Austro-Hungarian journalist and political activist.

Restatement: The history of the Jewish experience prompted Theodore Herzl to champion for Zionism.

X: Popular incidences of anti-semitism caused Herzl to want an independent state for Jews.

Y: Jews were excluded from nationalism.

**BODY 1:**

Topic: Severe discrimination prompted Herzl to champion for Zionism.

Evidence: Dreyfus Affair

Analysis: accused for allegedly communicating French military secrets to the German Embassy in Paris, and was sent to Devil's Island. However, Emile Zola published *J'accuse*, explaining that Dreyfus was innocent, but tried guilty because he was Jewish.

Analysis: The Dreyfus case motivated Herzl to devote thought and effort to the Jewish problem.

Evidence: Propaganda was used to make Jews look evil.

Analysis: Some propaganda included: Jews making conspiracies in order to provoke war, Jew killing Christian children, etc.

Analysis: These horrid lies caused many to have prejudice towards Jews, including hate crimes and exclusion from organizations and activities.

Transition: Thus, prejudice towards Jews caused Herzl to push for the *Jewish State*.

**BODY 2:**

Topic: The exclusion from Jews being a part of their country's nationality cause a want for their own nation.

Evidence: In some countries, Jews would not be allowed to be considered part of the country.

Analysis: In Germany, Jews were not called "German." Since they were excluded from having a nationality, Herzl wanted to create one.

Evidence: Paris

Analysis: Herzl was in Paris when a wave of anti-Semitism broke out over the court martial of Alfred Dreyfus

Analysis: Herzl formalized the concept of emergence from the Diaspora (the dispersion of the Jews) and proposed *The Jewish State* for immediate political action.

Transition: Hence, Jewish exclusion also caused Herzl to champion for Zionism.

**CONCLUSION:**

Restatement: The history of the Jewish experience prompted Theodore Herzl to champion for Zionism. Popular incidences of anti-semitism caused Herzl to want an independent state for Jews (X) and the exclusion of Jews from being considered a vital contribution to a nation (Y).

Synthesis: The growing anti-Semitism views would soon lead to World War II, a global war that lasted from 1939 to 1945. Propaganda was used and Jews became a scapegoat for German economical disasters. Jews were forced into concentration camps and slaughtered, which became known as the Holocaust.